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ABSTRACT

This collection of materials presents guidelines and forms used in the Sabin Junior High School (Colorado Springs, Colorado) special education collaborative program. A flow chart illustrates the continuum of services offered by the model. Contents of the manual include definitions of terms used; special education team visions concerning integration, curriculum, teacher support, communication, and the holistic individualized program; a continuum of consequences for collaborative consultation students; the Decision Center referral form; the Adaptive Behavior Plan form; a transdisciplinary check sheet; a child study referral form; an ecological survey form; a conference plan form; an intervention plan form; a feedback for parents form; a letter concerning an after school homework support program; and guidelines for requesting special education support. (DB)

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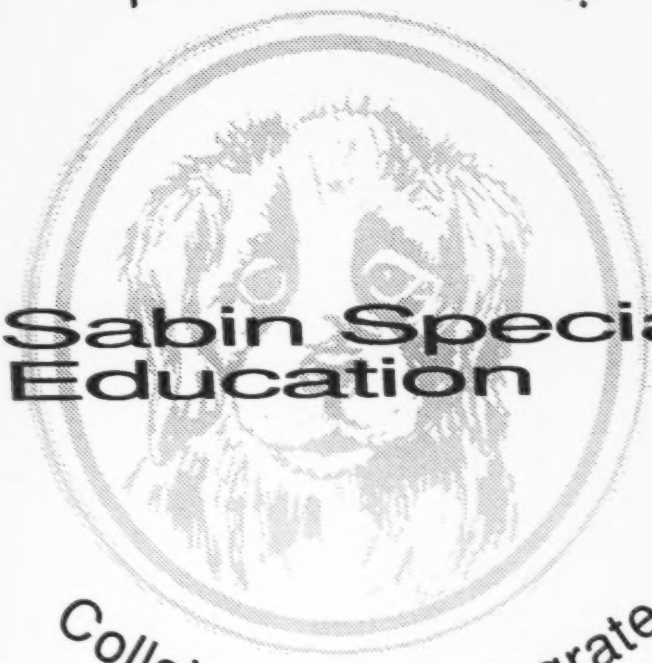
A Model to Model:



Sabin Special Education

Collaborate to Integrate

Mission :
The Sabin Special Education Department supports an integrated, individualized learning process that addresses the needs and development of all students so that they may become successful, responsible, well-adjusted individuals and life-long learners.

Sabin Special Education Team
Sabin Junior High School
Colorado Springs, Colorado

EC 302 483

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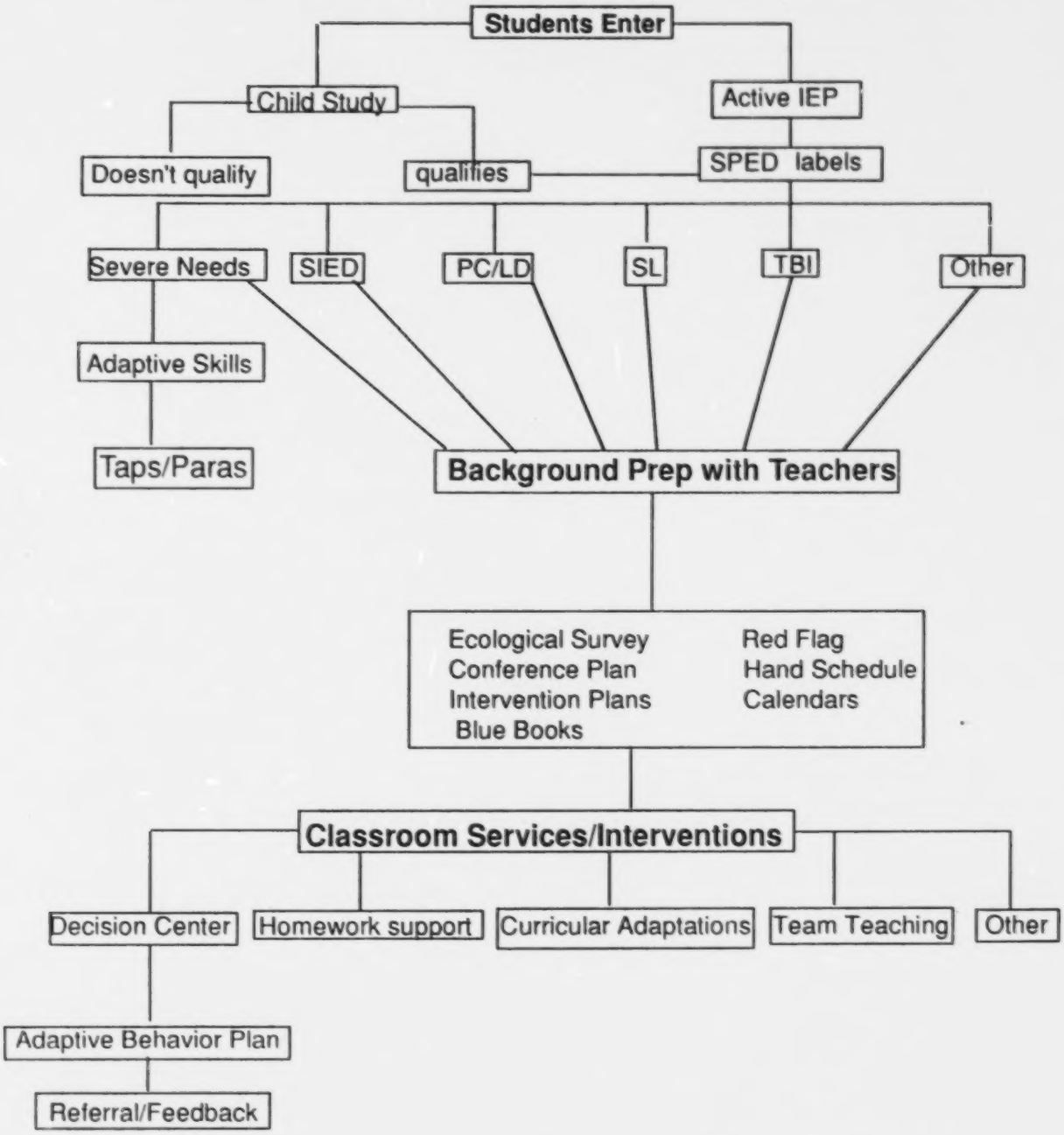
CONTINUUM OF SERVICES

SABIN COLLABORATIVE MODEL



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TERMS

TLC-	Total Learning Center - A district level program for severe and profound needs students.
SIED-	Significantly Identifiable Emotionally Disturbed
PC/LD-	Perceptual Communicative - Colorado's category for Learning Disability.
SLIC-	Significantly Limited Intellectual Capacity - 2 standard deviations below the mean.
TAP-	Teacher assistant pupil - peer aide who works directly with the TLC students.
PARA-	Paraprofessional - adult teacher aide who works directly with TAPs and students in the classroom.
CEEM-	Colorado Effective Educational Model - A 5 year grant from the Colorado Department of Education to increase integration of severe needs students into the mainstream.
CDE-	Colorado Department of Education
TRANSDISCIPLINARY CHECKLIST-	A checklist of skills in all areas based on observations not just areas of expertise. Completed by a team discussing and coming to an agreement on the skill.
CROSS CATEGORICAL SERVICE DELIVERY-	Needs based instead of label based service delivery. Special education teachers address needs of all students of labels they may have or the students may have.
CASE MANAGER-	Teacher responsible for administrative duties involving paperwork and 94-142 regulations.

SABIN SPECIAL EDUCATION TEAM
VISION STATEMENTS

1. INTEGRATION

Our vision is to see Special Education students integrated into the regular classroom alongside age appropriate peers to the greatest extent possible based on identified needs.

2. CURRICULUM

Our vision is to see appropriate and realistic adaptations and expectations for curriculum, discipline, socialization, communication and evaluation.

3. TEACHER SUPPORT

Our vision is to see a system of support for regular education teachers to carry out successful educational plans that meets identified needs of the special education students.

4. COMMUNICATION

Our vision is to honor and respond to open and direct communication.
Our vision is to see open and direct two-way communication.

5. HOLISTIC, INDIVIDUALIZED PROGRAM

Our vision is to have our role seen as one component of the student's overall learning experience.

SABIN JUNIOR HIGH SCHOOL

CONTINUUM OF CONSEQUENCES
FOR
COLLABORATIVE CONSULTATION STUDENTS

1. **CLASSROOM INTERVENTIONS** (Teacher initiated, to be attempted prior to referral to Decision Center).

    a. Deliver a cue mutually agreed upon by teacher and student which identifies the student of the need to adapt his/her behavior.
    b. Verbal request for the student to redirect his/her behavior (clear statement of expected behavior, without judgement or threats).
    c. Brief (2-5 minutes) isolation to encourage cooperation and effective decision making (turning seat from rest of class, stand or sit in the corner, stand or sit outside classroom) with the expectation that student will engage in expected behavior upon return to class activity.

2. **DECISION CENTER**

BEHAVIORS THAT MAY REQUIRE TIME IN THE DECISION CENTER:

    a. Failure to respond to staff verbal commands to cease a behavior.
    b. Acceleration of behavior.
    c. Verbal abuse of staff and not responding to staff's request to stop.
    d. Leaving campus without permission.
    e. Peer Conflict unless situation requires and alternative consequence.
    f. Any other behavior that the immediate staff member feels is severe enough to require this level of consequence.
    g. Inability to cope with regular activities.

PROCEDURE:

    a. Upon referral by staff or request by student.
    b. Student adds name and time to daily Sign-In/Out Sheet upon entering the Decision Center and indicates departure time on Sign-In/Out Sheet upon leaving the Decision Center.
    c. Daily copies of the Sign-In/Out Sheet distributed to: Administration, Social Worker, Attendance Office, Case Manager, Departments.
    d. Referring teacher notifies parents of incident and documents contact.

INTERVENTIONS:

a. *Therapeutic and/or disciplinary conference* after taking the opportunity to think through the incident privately (Time can vary from a few minutes to an entire period. The student develops an adaptive behavior plan, either orally or graphically, and completes assigned work, if the severity of the incident precludes return to class for the remainder of the period).

b. *Walk pass*, followed by a therapeutic or disciplinary conference (utilized as a brief "cooling off" period for students who are obviously agitated and unable to successfully address the incident. This may include leaving campus for awhile, if accompanied by a staff member and with parent permission. Once the emotional response is diffused, the student develops an adaptive behavior plan and returns to class when able. The school social worker and parents are notified by Decision Center staff).

c. *Think Day* (The student is excluded from classes for the remainder of the day, or an entire day, and completes assigned work for the day, either in the Decision Center or other assigned area. The student must terminate the school day with a dialogue with the referring staff member. The dialogue must contain some understanding by the student of the inappropriate nature of his/her behavior and a viable alternative for the future. The school social worker and parents are notified by the Decision Center staff and contacts are documents).

d. *Legal Citation* (NO consequences other than an adaptive behavior plan required of the student. Legal complaint filed by victim, victims representatives, or school officials).

3. REFERRAL TO BUILDING ADMINISTRATION BY SPED STAFF:

a. *Formal Contract* (Student and parents agree for student to participate in activities that relate to development of personal responsibility, such as: service to school and community. Shape-Up, high risk assessment, Student Assistance Groups, Saturday School, Teacher Assistant Program, emersion experiences, shadow program, etc.).

b. *Suspension* (1-5 days, cumulative total not to exceed 10 days without scheduling a special education review staffing).

DECISION CENTER REFERRAL

STUDENT_____Grade_____

Date_____Time_____

Description of Incidendent_____
_____
_____

Teacher_____

Interventions Before Referral

_____Delivered Cue
_____Verbal Request
_____In room Isolation
_____Incident required immediate removall

Time In_____ Time out_____

Action_____
_____
_____

_____
Decision Center Staff Member Date

ADAPTIVE BEHAVIOR PLAN

Name:_____ Date:_____

Please answer all questions. If you need more space to write, use the back of this sheet.

1. What happened to get me in here?_____

2. Why did I behave in this way? (What was the payoff?)_____

3. What needs to change to keep this from happening again?_____

4. What responsibility will I accept for changing?_____

DATE: October 1992
TO: Sabin Faculty
FROM: Briah Hartman, Louanne Riebe, Robin Ipock, Mary Pershing, Kathy Rasdall and Lois White (TLC Staff)

RE: INTEGRATION FOR 2ND TERM SY92-93

Dear Faculty,

As we did last year with the teachers who volunteered to team with us in providing integrated settings for our TLC students, we will be asking ALL Sabin faculty members to take a close look at the personality and size of your classes this first three days. Please enter on the bottom of this sheet your name, specific periods with course titles and approximate number of spaces that you would be willing to make available to us for the integration of our special needs kids. After receiving you input, we will try to match our kids with your classes. This integrative process will be FULLY SUPPORTED and tapered to meet the needs of ALL CONCERNED! Integration is a two-way street and we will continually strive to offer benefit for ALL involved in the process. We are trying to expand the peer coaching component within the integrated settings, so please add names of students within these specific classes who you feel could serve effectively in this role.

Please return this information to Louanne Riebe or Brian Hartman by WEDNESDAY, NOVEMBER 4 AT 2:15 so we can build the schedule and provide a short briefing to your classes prior to our TLC students entering your classes on Thursday, November 5.

If you have any questions, feel free to ask our TLC staff members or the members of the faculty who integrated students last school year.

We appreciate your support and hope you will consider this an opportunity to enhance our learning environment at Sabin!

TEACHER _____

BLOCK	COURSE TITLE	# SPACES AVAILALBE	STUDENTS WHO MIGHT SERVE WELL AS PEER COACHES
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

TAP/PARA RESPONSE SHEET

DATE: _____

STUDENT: _____

CLASS/BLOCK: _____

TAP/PARA: _____

OBSERVATIONS: _____

_____

_____

_____

_____

SABIN JUNIOR HIGH TLC TEAM
TRANSDISCIPLINARY CHECKLIST

Student:_____ Date:_____/_____/_____

DOB:_____/_____/_____

Age:_____

Team Members:

Current
Percentage of Integration: _____%

_____
_____
_____
_____
_____
_____
_____
_____

Key:

6 Main Areas are:
1. Health
2. Educational/Development
3. Communication
4. Psychological/Cognitive
5. Social/Emotional/Adaptive Behavior/Recreation-Leisure
6. Pre-Vocational

4 Response Categories are:
1. OBS/INDEP = Observed/Independent
2. EMERG/PART INDEP = Emerging/Partially Indep
3. NOT OBS/DEP = Not Observed/Dependent
4. N/A = Not Applicable

****Circled area = possible target goal area***

	OBS/ INDEP	EMERG/ PART INDEP	NOT OBS/ DEP	N/A
1. HEALTH				
**see health section for Nurse's report*				
!! COMMENTS !!_____				
2. EDUCATIONAL/DEVELOPMENT				
****MOBILITY****				
Mobility (Wheelchair/Ambulation)				
Mobility/Floor				
-rolls				
-assumes sitting				
-sits unsupported				
-scoots				
-crawls/creeps				
-navigating crowed area				
-navigating obstacles				
-finds way in school environment				
-asks for directions				
-other_____				
-other_____				
Maneuvering Thru Environment				
-opening and closing variety of doors				
-bus				
-stairs				
-curbs				
-ramps				
-elevator				
-escalator				
-variety of outdoor terrain				
-variety of indoor floor surfaces				
-transfers				
floor				
chair				
toilet				
cars				
-reaching				
-lifting				
-picking up objects				
large				
small				
-other_____				

REFERRAL TO CHILD STUDY TEAM

If you are concerned about a student's behavior or performance, please complete this form and return it to the student's counselor.

CHILD STUDY REFERRAL FORM

Student's Name:_____Grade:_____

Counselor:_____Date:_____

A - J Ed Lucero
K - Z Carl Passanante

Referring Person:_____Subject:_____

Please check relevant items:

I. **Academic Performance**
_____Current grade average_____
_____Incomplete assignments
_____Decline in quality of work
_____Underachieving

II. **Physical**
_____Drowsiness
_____Frequent complaints of illness
_____Personal appearance
_____Poor coordination
_____Bruises/unexplained injuries
_____Other_____

IV. **Classroom Conduct**
_____Disruptive in class
_____Lack of concentration
_____Hyperactivity
_____Withdrawn, very quiet
_____Defiance of rules
_____Obscene behavior
_____Death themes
_____Personality changes

V. **Social Behavior**
_____Change in friends
_____Unexplained popularity
_____Seeks adult attention
_____Compulsive overachievement

List actions already taken:

Date of parent contact:_____
Number of Discipline Referrals:_____
Number of Counselor Referrals:_____

Other Pertinent Information:_____
_____
_____

ECOLOGICAL SURVEY

Date:_____ Student:_____

Teacher:_____

In **Colume T**, put an **X** for each skill that is consistently part of the teacher's routine and daily expectations. In **Column S**, Put an **X** if the skills is consistently carried out by the student. Put **S** if only sometimes carried and **N** if never.

	SKILLS	T	S
1.	Gets to class on time.		
2.	Begins work within an appropriate time without extra teacher direction.		
3.	Stays on task without extra teacher direction.		
4.	Completes task within alloted time. (Delineate late assignment consequences/guidelines here)		
5.	Does not disrupt peers.		
6.	Participates and/or follows task directions in a group: large small		
7.	Answers teacher's questions while in a group: large small		
8.	Asks for help or information from teacher.		
9.	Asks for help or information from peer w/permission		
10.	Participates at the appropriate time (i.e., waits for turn, waits to be recognized in a group)		
11.	Follows general rules established in classroom. (Delineate rules here)		

Student_____

Teacher_____

SKILLS	T	S
12. Locates/brings materials to class as needed. (Delineate materials required here)		
13. Uses materials for their intended purpose.		
14. Puts materials away after use.		
15. Uses classroom materials and equipment safely.		
16. Works cooperatively with a partner.		
17. Works cooperatively with a small group.		
18. Complies with one-step directions.		
19. Complies with multi-step directions.		
20. Follows and understands classroom routine. (Delineate ROUTINE here)		
21. Accepts feedback (delineate type and frequency here)		
22. Evaluation Criteria and Method (A=?, B=7)		
23. Method of parent contact (Delineate type and frequency here)		

CONFERENCE PLAN

Student:_____ Teacher:_____

Grade:_____ Case Manager:_____ Class:_____

IEP Goals:

IEP Objectives:

Ability/Achievement Levels:

_____Strengths_____Weaknesses_____

LSI Style Discrepancies:

Ecological Survey Areas of Concern:

INTERVENTION PLAN

Environmental Considerations:

Curriculum Modifications:

Behavioral/Discipline Action:

Evaluation Methods/Grading

Follow-up Dates: 1 2 3 4 5 6 7 8 9 10 11 12

RED FLAG

HELP! TO:_____

TEACHER_____
STUDENT_____
DATE_____
TIME_____

SABIN WORK FORM

NAME_____DATE_____

BLOCK	CLASS	TEACHER	CLASS WORK DONE IN CLASS? YES/NO	HAVE HOMEWORK TONIGHT? YES/NO	YESTERDAY'S HOMEWORK TURNED IN? YES/NO	BEHAVIOR
1						
2						
3						
4						

Teachers comments or any assignments the student can still complete for credit.

1	
2	
3	
4	

PARENT SIGNATURE_____

COMMENTS:_____

_____

February 24, 1993

Beginning Tuesday, March 2, the Special Education Department will initiate an after school Homework Support program. We have found that the greatest stumbling block to success for SPED students is not their skill level, rather a lack of class and homework completion. All Sabin teachers are willing to accommodate students who are making an effort to produce.

The plan calls for teachers to refer Special Education students to their case manager as soon as they see that an assignment has not been turned in (this may be the same day if work is checked off as turned in, or the next day if graded later). The case manager will have the student call you at home or work to arrange staying until 3:00 p.m. that day. Schedule conflicts (i.e. appointments, rides, bus) are expected to be cleared by the next school day so that the work can be completed while current and timely.

We believe this system will help students stay caught up in their classes, reinforce concept development to insure understanding, and send a strong message that the work ethic is an important value.

All Special Education caseload students will be included in this program unless you call or send a note to have them excused from it. If you have any questions, please call you child's case manager (596-2001).

Yours truly,

Sabin Special Education Team
Sabin Junior High School

February 24, 1993

Dear Teachers,

Beginning Tuesday, March 2, the Special Education Department will initiate an after school Homework Support program. We have found that the greatest obstacle to success for SPED students is not their skill level, rather a lack of classwork and homework completion. We know you are willing to accommodate students who are making an effort to succeed.

We propose a very simple procedure:

- As soon as you see that an assignment has not been turned in, send the student with a Decision Center referral or red flag to Room 73 (please note or attach the work to be completed).
- If work is checked later, put the referral or red flag in the case manager's mailbox.
- The case manager will have the student call parents at home or work to arrange staying until 3:00 p.m. that day. Schedule conflicts, (i.e. appointments, rides, other detentions) will be cleared by the next school day so that the work can be completed while current and timely.

Notes:

-We expect that students can get at least a grade of C for late work completed in Homework Detention (unless otherwise negotiated).
-The program is not intended to replace after school work groups you now schedule. We will work with you to enforce attendance.

We believe this system will help students stay caught up in their classes, allow us to reinforce skill and concept development to insure understanding, and send a strong message that the work ethic is an important value.

Please let us know if this program can be modified in any way to better meet your needs.

The Sabin Special Education Team

SPECIAL ED. SUPPORT SIGN-UP

In order to facilitate your planning for labs, tests, small group instruction or other activities which may benefit from an extra teacher, we are offering these sign-up sheets. The goals are to provide continuity in having SPED teachers where we're needed when we're needed, and to avoid disruptions from us coming in and out unannounced.

The following procedures make sense to us:

1: Blocks are split in half to allow more coverage, but you may sign up for whole periods if needed.

2: NOTE the periods individual teachers are NOT available due to Decision Center coverage.

3: Please first try to schedule the case manager for any SPED students in the class.

4: If you have more than one grade level or if the case manager is already booked, pick the best alternative.

5: Please try to give us some idea of what needs to be done so we can come prepared.

6: For third period sign-up, please note whether you have 1st or 2nd lunch class. (We need to eat/or feed so coverage during lunches may be limited.)

7: Remember, just because you don't sign up doesn't mean we won't stop in to MEDDLE!